CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms, and also the organization of this thesis.

1.1 Background of the Study

English is an international language in the world. Most of the people around us use English to communicate their ideas. English also becomes an important foreign language in most countries such as in Indonesia. Schools in Indonesia, especially in senior high school, consider English as students' need to prepare them to work in the future. Not only for working, the students needs English to compete with other people outside Indonesia. The development of economic system in Indonesia makes other people around ASEAN countries come to Indonesia to work and Indonesian people can work outside the country.

It is obvious that the students will learn about listening, reading, speaking and writing when they learn a language and its components. All languages around the world need all of the skills and components for mastering the target language. Especially, for Indonesian students, they will feel more difficult in learning language because they have to master all the skills and components. To make sure the level of skills and components, the language teacher needs to give the students some tests. The test itself should be reliable, valid, and practical. Sometimes, the teachers in Indonesia

can give a very good test or a very bad test for the measurement of the students' ability in the specific skills or language components.

In line with the status of English language in Indonesia as a foreign language, reading gets more proportion in teaching and learning process. Hinkel (2005:416) said, EFL learners can easily get the wider information by reading for it in the paper but not by speaking through each other because they are not using English language everyday in their life. From reading, the students can learn about vocabulary, grammar, and pronunciation also. The students can also learn their pronunciation by reading the text out aloud but that is for elementary school and junior high school. It also can be implemented in the senior high school but rarely. Therefore, a measurement of students' reading comprehension is to monitor the student's proficiency in dealing with English passage. The measurement is called a *test*.

Reading a passage sometimes can make the students confused because of the students' lack of background knowledge. In order to activate the background knowledge, the language teacher can use metacognition rule and schema theory, the ability to construct meaning, in reading comprehension process. The problem is the teacher doesn't know how to activate the schema theory in the reading process. The teacher usually tries some good teaching techniques in reading but they miss about the appropiate test to know the students' reading comprehension.

Such problems need a very good solution. To solve this problem, the writer uses the reading tests to be compared. It is important to have kind of tools to measure the students' language mastery in reading. Therefore, it is important for the teacher to know what should be applied for answering the reading test.

Based on the discussion above, the focus of this paper is to know the result of using C-test and Cloze-Elide test for the mastery of the students in reading a passage .

1.2 Statement of the problem

Based on the background above, the research question is formulated as follows:

1. Do students who are taught by using Cloze-Elide Test technique achieve better result in the reading achievement than those taught by using C-Test technique?

1.3 The Objective of the Study

Based on the problem, the objectives of the study is to find out whether one of the techniques, C-Test or Cloze-Elide Test technique, can help students get better achievement in reading comprehension.

1.4 Theoretical Framework

In this study, the writer would discuss about the nature of reading, the nature of testing, C-Test and Cloze-Elide Test. First, the writer wanted to discuss about the nature of reading. The content of the nature of reading are the definition of reading, reading comprehension, and schema theory in reading comprehension. The next part was about the nature of testing. The content of the nature of testing were definition of testing, the C-Test, and the Cloze-Elide test. The theory of reading by Nunan (2003) shows us that reading is the complex process to get the meaning of the text. A test is needed for measuring the students' ability in particular subject. In this study, the writer chose the C-Test and Cloze-Elide test. Those tests were measuring the students' ability for getting the meaning in the text and helping the students to understand the vocabulary used and grammar used in the reading text. Therefore, the writer

conducted the experiment to know which test of reading comprehension could improve student's reading achievements.

1.5 Research Hypothesis

To answer the problem above, the following hypothesis are set up:

1.5.1 Alternative Hypothesis (Ha)

There is a significant difference between the reading achievement of students who are taught using Cloze-Elide Test technique and taught using C-Test technique.

1.5.2 Null Hypothesis (Ho)

There is no significant difference between the reading achievement of students who are taught using Cloze-Elide Test technique and taught using C-Test technique.

1.6 The Significance of the Study

There are two kinds of significance of the study. Those are:

1. Theoretical significance

Test procedures have been so far used for assesment only. Actually they can be used also as teaching techniques in which teachers and students discuss the result after being administered. This research is in line with this proposition in which the researcher is in interest to show scientific evidence which the C-Test and Cloze-Elide Test can be used to develop EFL students' language competences.

2. Practical significance

a. For the students

It is expected that it will train the students to use their background knowledge to see the context of a text. Besides that, it is expected that it helps the students' reading comprehension

b. For the schools

It is expected for the schools to use the appropriate tests as the positive input to be applied for improving the students' reading comprehension.

c. For other researchers

It is expected that this finding can be a reference for them to conduct the similar research study about reading comprehension and its testing techniques.

1.7 Assumption

The writer assumes that the students have enough vocabulary and grammar mastery to understand the meaning in the reading passage while in the Junior High School.

1.8 Limitation and Scope

The research was held in one of the most popular schools in Surabaya. The writer chose grade 10 students because of doing teaching practice in there. There were three classes in that school and the writer will choose three classes to become pilot group, experimental group, and control group. There are also so many tests for testing

the reading comprehension, but he writer chooses two tests, namely, C-Test and Cloze-Elide test.

1.9 Definition of the Key Terms

There are some key terms that was used in this study. To avoid misunderstanding, the explanation is as follows:

a. *C-Test* is "a test in which the second half of every words is deleted and the student's task is to restore the deleted parts (Raatz and Klein-Barley 1981)."

b. *Cloze-Elide Test* is "a test that irrelevant words are added to the original text, and the students' task is to find these additional words and delete them (Alderson 2000)."

c. *Reading Comprehension* is "a process of constructing meaning from a written text that involves the interaction of the reader's prior knowledge with the new given information (Lems, Miller, Soro 2010).

2.0 Organization of the Thesis

Chapter 1 of this study introduced the problem statement and described the specific problem addressed in the study as well as design components.

Chapter 2 presents a review of literature and relevant research associated with the problem addressed in this study.

Chapter 3 presents the methodology and procedures used for data collection and analysis.

Chapter 4 presents the interpretation of data results and the conclusion of the data results.

Chapter 5 presents about the suggestion and conclusion of the thesis